

BMA 8 – Multiple Intelligences

Consider how to use the information from this week to differentiate the curriculum for your gifted student.

I have found all of the readings this week particularly useful for my gifted student. As my gifted student is gifted in one dominant area it has been very useful to consider how to adapt my unit of work for her strengths; creativity.

What I have also felt was encouraging is when going through the process of considering what we could plan for different intelligences, I was really happy to see that my planning already reflected a lot of different parts. I have found that particularly in KS1 we are very creative and attuned to planning for different types of children and offering lessons that broadly cover the different learning styles in VAK. When I considered Gardener's multiple intelligences, VAK and the lessons we have planned for this unit and other units across the year I was really encouraged to see a wide range of intelligences.

Furthermore, I also felt that not only did the planning give me a good tool for planning for my gifted student it gave me an opportunity to plan for all the children in the class and consider their different intelligences too.

I now feel I have something to make sure I always continue to do this throughout my other planning.

Reading three made me think of our phonics lessons and how much more we could be offering the children. This gave me some excellent ideas to vary and support our phonics lessons for the different intelligences within the class.

The unit of work I am planning has leant itself quite nicely to a range of the intelligences, therefore when we consider topics we might want to think if another topic can do the same. Additionally, I did consider that we often don't plan opportunities for our musical/rhythmic and naturalist intelligences and perhaps we should explore these more often in the future.